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ABSTRACT

This information guide is designed to help handicapped adults and parents of handicapped youth become aware of the vocational programs and services available in the community as well as in Illinois and to understand what to ask for when considering vocational programing. Chapter 1 is an introduction and overview. Information is provided on the purposes of the guide, use of the guide, federal legislation, and the rights of parents and handicapped adults. Chapter 2 introduces and describes the concept of career development. The next three sections outline the major questions to ask at each of the three stages of career development: career awareness, career exploration, and career orientation and preparation. Typical questions and answers are provided. Key questions and answers are also presented regarding adult vocational programing and services (chapter 6) and employer considerations and incentives (chapter 7). The final section contains names, addresses, and features of local resources, state agencies, state organizations, and national organizations that are available to assist in vocational programing for handicapped youth and adults. (YLB)

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VOCATIONAL PROGRAMMING AND SERVICES FOR HANDICAPPED INDIVIDUALS IN ILLINOIS: A ROADMAP TO PRODUCTIVE EMPLOYMENT

U.S. DEPARTMENT OF EDUCATION
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An Information Guide for Parents and Handicapped Individuals

Developed By:
Illinois Vocational Education Task Force

September, 1981

Prepared with funds from the Illinois Department of Commerce and Community Affairs through the Education/CETA Linkage Project at the Illinois State Board of Education

CE 035 585

Seek the Horizon

Nothing limits me
only what I
perceive to be
look then within
and know the strength
Focus never on what cannot
But rather
what can be
You can choose
to be free
to seek the
horizon beyond
Know the sun
—reach out—
Life has just begun!

Kathy McCormick

An Information Guide for Parents and Handicapped Individuals

Additional copies of this booklet are available at no cost from:

Association for Retarded Citizens / Illinois
Ridgely Building, Room 508
504 East Monroe
Springfield, IL 62701

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Chapter 1

INTRODUCTION AND OVERVIEW

Increasingly, individuals who are disabled or handicapped are obtaining useful and productive jobs in various businesses and industries throughout the state. This guide was prepared to assist handicapped adults and parents of handicapped youth. It is designed to help you become aware of the vocational programs and services that are available in your community and in the State of Illinois. The guide also provides information about: legislation, the rights of parents and handicapped persons, and what to ask for as vocational programs and services are planned for you or your child.

The Term "Handicapped"

Throughout this guide the term "handicapped" is used rather than other terms such as "disabled" or "special education student". The term "handicapped" is used, however, in a unique way. It is used to describe individuals encountering a broad range of educational and employment problems—physical, learning, emotional, social, and economic. Essentially, these are persons who require some additional, special assistance in order to succeed vocationally. Using the term "handicapped" is not intended to label individuals or reinforce the usual job stereotypes that are associated with blindness, deafness, or mental retardation. As with everyone, each handicapped person has abilities and disabilities. It is very important that the diverse and special abilities of each handicapped person be developed and used in finding and keeping a job.

Programs and Services

Federal and state legislation help to provide handicapped persons a vehicle for obtaining employment and independence. The agencies created by this legislation offer a vast array of services and programs. To utilize these programs and services effectively, it is important that parents and handicapped individuals know: (1) the location and types of services available, and (2) what to ask for.

Within this guide we have identified a wide variety of education, training and employment services that are available to both handicapped youth and adults. Some of the services include: career awareness and exploration programs, vocational and prevocational education programs, adult basic education programs, career information and guidance services, job placement services, community college programs, work experience programs, vocational evaluation services, and employment support services.

These services are provided locally or regionally throughout the state by many agencies: The Illinois Department of Commerce and Community Affairs, Illinois State Board of Education (Vocational Education, Special Education, Adult Education, and Career Education), Illinois Community College Board, Department of Rehabilitation Services, and Illinois Department of Mental Health and Developmental Disabilities.

What to Ask For

The second major purpose of the guide is to assist disabled adults and parents of handicapped youth to understand what to ask for when considering vocational programming. When preparing for employment it is important to look at it as a developmental process. To locate the right type of job and to build the necessary work-related and job-specific skills takes time. Each of us goes through what can be called a "career development process." It includes these various stages: becoming aware of career/job options; becoming aware of our individual interests, aptitudes, and abilities relative to work; exploring different career/job possibilities; preparing for a job through training; and obtaining and maintaining employment. This guide is organized in sections which outline the important questions to ask at each stage of career development. For example, questions and responses concerning the career awareness stage, which is usually started at the elementary school level, are provided. There are answers to common questions such as "What is career awareness?" or "What types of career awareness objectives should be incorporated in Individualized Educational Programs (IEPs)?"

Vocational Programming for Youth

Parents of handicapped children and youth will be interested in the programs and services provided to school-aged children. In Illinois handicapped children are to be provided a free, appropriate education from age 3 until they are 21 (or until they complete high school, whichever comes first). *Depending upon the age of the child, parents should read the following appropriate sections:*

Career Development
Career Awareness: The Early School Years
Career Exploration: The Middle School Years
Career Orientation and Preparation: High School and Beyond

Vocational Programming for Adults

Various programs and services are available to assist handicapped adults. Services for physically and mentally handicapped adults are available from agencies such as the Department of Rehabilitation Services and the Department of Mental Health and Developmental Disabilities. Adult Basic Education Programs and vocational training are available through CETA agencies, community colleges, area vocational centers,

and high schools. *Persons interested specifically in programs and services for adults who are handicapped should refer to the sections entitled:*

Career Development

Career Orientation and Preparation: High School and Beyond

Adult Vocational Programming and Services

Resources for Parents and Handicapped Adults

Federal Legislation

Over the past ten years several pieces of federal legislation which focus on vocational programming for handicapped individuals have been developed and enacted. The primary purpose of these pieces of legislation has been to provide access to appropriate vocational and career education and employment training programs for handicapped youth and adults. Until the early 1970's Vocational Rehabilitation programs were essentially the only service agency available to assist handicapped persons in obtaining employment. From the early 1940's through the 1960's, Vocational Rehabilitation programs and services were focused on rehabilitating physically and mentally handicapped individuals who encountered barriers in obtaining employment. Now, however, there are five major pieces of federal legislation that directly affect vocational programming for the handicapped.

P.L. 94-142—The Education for All Handicapped Children Act

This law guarantees a free appropriate public education for all handicapped children between the ages of 3 and 21. It includes special education, related services, and vocational education. The law contains several safeguards to assure the rights and protections of handicapped students and their parents. One of the most important safeguards is the individualized educational program (IEP) which must be developed and annually updated by a team of individuals that includes the parent, the child's teacher, and other school representatives. It is important that career development objectives be included in all IEPs.

P.L. 94-482—Amendments to the Vocational Education Act of 1976

This law provides special "set-aside funds" to each state to pay for the additional costs of educating handicapped students in vocational education programs. According to this Act handicapped students are to be served in regular vocational education programs with nonhandicapped students whenever possible. Courses and programs available to nonhandicapped persons must also be available to handicapped individuals who meet the entrance/admission requirements. In Illinois, school districts and community colleges receive additional funds for each handicapped student who completes a vocational education course such as building trades or food services. The vocational education program being provided to the handicapped student is to be described in the IEP which is required under P.L. 94-142.

P.L. 93-112—Rehabilitation Act of 1973 (as Amended), Sections 503 and 504

Section 503 of this Act requires that every employer doing business with the federal government under a contract of $2,500 or more shall take "affirmative action" to recruit, hire, train, and promote handicapped individuals. Businesses with 50 or more employees and federal contracts of $50,000 or more must develop and maintain an affirmative action program which sets forth policies

and practices regarding the hiring of handicapped employees. As a result of these requirements, business and industry have become more closely linked with vocational programs in the high schools, area vocational centers, and community colleges.

Section 504 has been described as a "bill of rights" for handicapped persons. It prohibits discrimination on the basis of a handicap in any private or public program that receives federal funds. It covers the areas of employment, facility and program accessibility, and outlines requirements for public schools, post-secondary educational institutions, and social service agencies.

Recent amendments to the Rehabilitation Act provide assurances that persons with a learning disability can receive vocational rehabilitation services as well as persons who have physical and mental disabilities. Youth and adults with a specific learning disability can now be served by the Illinois Department of Rehabilitation Services.

P.L. 95-207—Career Education Incentive Act of 1978

This Act provides funds to states and local school districts to develop career education programs. Handicapped students are to have access to these programs, and stereotyping based on handicapping conditions is to be eliminated.

P.L. 95-524—Comprehensive Employment and Training Act of 1978

Known as CETA, this legislation is intended to provide job training and employment opportunities to economically disadvantaged, unemployed, and underemployed persons. Handicapped individuals are one of several special target groups to be served by CETA.

Copies of each of these laws and the federal regulations can be obtained from the appropriate state agencies listed on pages 42–44.

Each of these laws (with the exception of Sections 503 and 504) provides federal funding to schools, state agencies, and units of local government. In various ways, these funds are designed to improve and expand the vocational programs and services provided to handicapped persons in Illinois. Several pieces of state legislation also exist that complement the federal legislation.

Since the mid-1960's, court cases and federal legislation have created new avenues and opportunities for handicapped individuals. Important precedents have been established that insure access to appropriate vocational programs and parent involvement in program planning. While the extent of continued federal funding for these programs is uncertain for the 1980's, it is certain that the basic principles and precedents will be enduring. The civil and educational rights that have been endorsed and clarified through the courts will continue to assure that handicapped individuals have access to vocational education and employment opportunities.

Rights of Parents and Handicapped Adults

Under the laws described above, parents and disabled adults have been given certain "rights". These "rights" assure you that you will have a major participating role in the education and career development process.

Among the important rights assured to parents and guardians of handicapped youth in Illinois are:

1. The right to inspect and review records.
2. The right to an independent educational evaluation.
3. The right to be notified before the school or agency begins the identification, evaluation, or placement of your child.
4. The right to give your consent before an evaluation can be conducted.
5. The right to request an impartial due process hearing to question the identification, evaluation, or placement of your child.
6. The right to have a full and individual evaluation of your child's educational needs which will be utilized by the multidisciplinary team.
7. The right to have your child educated with nonhandicapped children to the maximum extent possible.
8. The right to participate fully in sessions where individual education and vocational rehabilitation plans are developed.

Adults who are receiving services from vocational rehabilitation, CETA programs, and community colleges have similar rights under Section 504. A more detailed explanation of the rights of parents can be found in "A Parent's Guide: The Educational Rights of Handicapped Children" which is available at no cost from:

Illinois State Board of Education
Dept. of Specialized Educational Services
100 N. First St.
Springfield, Illinois 62777

Abbreviations, Key Terms and Definitions

Throughout this Guide several terms, concepts, and abbreviations will be used. This section provides definitions for each of the key terms and acronyms that may be unfamiliar to parents and disabled adults.

Abbreviation	Explanation
CETA	Comprehensive Employment and Training Act
DAVTE	Department of Adult, Vocational and Technical Education (a division of the Illinois State Board of Education that administers funds for vocational education, career education, and adult education)
DCCA	Illinois Department of Commerce and Community Affairs (a unit of state government that administers CETA)
DMHDD	Illinois Department of Mental Health and Developmental Disabilities
DORS	Illinois Department of Rehabilitation Services
DSES	Department of Specialized Educational Services (a division of the Illinois State Board of Education that administers funds for special and compensatory education)
EDP	Employability Development Plan A written plan developed for clients receiving CETA services. The plan includes: (a) an assessment of the individual's job readiness, (b) a description of the barriers to employment which the individual has encountered, (c) a determination of the specific employment training needs, and (d) a description of the services and activities to be provided.

IEP	Individualized Education Program A written statement for an exceptional child that provides at least these statements: the child's present levels of educational performance; annual goals and short-term instructional objectives; specific special education, vocational education, career education and related services; anticipated duration of services; appropriate objective criteria and evaluation procedures and schedules for determining, at least on an annual basis, whether or not instructional objectives are being achieved. School officials, parents of handicapped students, and when appropriate, handicapped students, are all involved in preparing the IEP. Special education administrators and teachers have the primary responsibility for the IEP.
IWRP	Individualized Written Rehabilitation Plan A written plan developed jointly by the rehabilitation counselor/coordinator and the service recipient and his or her parents where appropriate. The plan includes the following: (1) long-range rehabilitation goals, (2) intermediate objectives, (3) services to be provided, (4) beginning dates and duration of services, (5) objective criteria and evaluation procedures for determining if objectives are being achieved, and (6) assurance of compliance with due-process requirements. The DORS has the primary responsibility for the IWRP.
SWEP	Secondary Work Experience Program. A program jointly operated by the Department of Rehabilitation Services and local high schools which place handicapped students in part-time jobs.

Key Terms

Balance of State	The areas of a state which are not within the jurisdiction of a local prime sponsor. For these areas of the state, the state serves as the prime sponsor. In Illinois the Department of Commerce and Community Affairs is the Balance of State Prime Sponsor.
Case Manager	A term used to identify the person who is responsible for identifying and coordinating services needed by a student and/or client. Parents should take an active role in working with case managers to be certain their children receive appropriate services.
Cooperative Vocational Education	A program having as its purpose the supervised part-time or full-time employment of students with the intent of assisting them in acquiring desirable work skills, habits and attitudes, and/or providing specific occupational training on the job. Work stations for the work experience program may be either on-campus or in-the-community. The part-time job is designed specifically to further the student's occupational goals. Traditional names assigned to cooperative work experience on the local level include Agricultural Cooperative Education (ACE), Industrial Cooperative Education (ICE), Health Cooperative Education (HCE), Distributive Education (DE), Home Economics Related Occupations (HERO), Office Occupations (OO), and Diversified Occupations (DO).
Cooperative Work-Study Program	A local school work-study program which functions under an established formal agreement between the school and the state office of vocational rehabilitation. In Illinois this

	program is known as SWEP (Secondary Work Experience Program).
Dual Certification	This term refers to educators who have certification in the fields of special education and vocational education.
On-the-Job Training (OJT)	Training in general and specific skills for a certain job as a part of the on-going operation of a particular business, industry, or service. Training may or may not be compensated, but when it is, it is usually at the minimum or beginning pay scale.
Prime Sponsor	A unit of local government (such as a County Board of Supervisors) representing a population of 100,000 or more which receives federal CETA funds for operating employment and training programs.
Public Law (P.L.) 94-142	The Education for All Hindicapped Children Act of 1975
Public Law (P.L.) 94-482	The Vocational Education Amendments of 1976
Public Law (P.L.) 95-207	The Career Education Incentive Act of 1977
Sections 503 & 504	Sections of the Rehabilitation Act of 1973 that focus on affirmative action for employing the handicapped (503) and prohibiting discrimination on the basis of a handicap (504).
Vocational Assessment/ Evaluation	Determination of those assets and liabilities of an individual that are pertinent to his/her choice of career goals. Aspects of this assessment process include work samples, aptitude profile, interest rating, temperament conditions, physical limitations, mental and/or educational limitations, work attitudes, behavior record, and previously acquired vocational skill competencies.
Vocational Counseling	Assistance to individuals in selection of objectives and guidelines leading to the achievement of career goals. The individual's educational, social, personal and vocational adjustment all should be considered as part of the "vocational" counseling process.
Vocational Rehabilitation	A process of assisting an individual who has a learning, mental, and/or physical disability which poses a vocational handicap with services designed to return him or her to employment. Services provided usually include diagnoses, evaluations, counseling and guidance, physical restoration (artificial limbs, etc), training, provisions of prosthetic appliances, maintenance and travel during training or while receiving services, and follow-up. The Department of Rehabilitation Services (DORS) has district offices that provide these services but private agencies may also provide one or more as a part of their programming.

Chapter 2

CAREER DEVELOPMENT

Overview

This section introduces and describes the concept of career development. Handicapped individuals, like their nonhandicapped peers, go through a series of stages in preparing to enter employment. Understanding these stages of career development—knowing when they occur, and what are the appropriate educational activities and experiences for each stage of career development—is important.

Several key questions and answers about career development can be found on the following pages. Sources of additional information regarding career development are also listed.

Responses to these key questions can be found on the following pages:

1. What are the stages of career development? Do these stages differ for handicapped individuals? If so, how?
2. What is the relationship between career development and career education?
3. How can career development education enhance special education programs?
4. How does career education differ from vocational education?
5. What are occupational/career clusters?
6. If I want to learn more about career development for handicapped individuals, what should I read?

1. What are the stages of career development? Do these stages differ for handicapped individuals? If so, how?

Career Development is typically divided into three stages: awareness (elementary age), exploration (middle school) and preparation (high school). For the purpose of this guide two additional stages will be identified which typically occur during adulthood—job placement and adjustment.

Stage	Development Activity
• Awareness	familiarizing the individual with all types of careers, while prompting awareness of self in relation to career.
• Exploration	exposing individuals to realistic hands-on and/or simulated experiences related to the world of work.
• Preparation	education to develop interpersonal and other job-related skills necessary for specific job placement and/or further education.
• Placement	obtaining employment for individuals equal to their skill level abilities and personal interests.

- Adjustment — providing necessary support services to insure total integration into a particular job role for each individual.

Career development stages for handicapped students are the same as for all students. It may be important to note that handicapped students will proceed through the stages of career development at various rates, and these rates may differ from those of nonhandicapped students. It is also important to remember that career development is a part of human development; therefore, each individual's program will be unique to his or her own rate of growth and maturation rather than age.

2. What is the relationship between career development and career education?

Career development is a term used to describe accumulation of work-related behavior both before and after entry into an occupation. Such behaviors develop continuously from infancy throughout adulthood. This concept includes the interrelationship of career development and personal development. Since career development is a part of human growth, it is influenced by the unique physical, mental and social growth of each individual. Career education refers to programs and curricula at many different levels which provide the experiences to help an individual become familiar with, select, prepare for, enter, become established in, and advance in an individually satisfying and productive career.

3. How can career development education enhance existing special education programs?

Career education seeks to teach individuals the relationship between learning in the school environment and working in the real world. By making learning directly related to the world of work, career education can provide additional interest, motivation and meaning to existing programs. Programs for handicapped students can be designed to use occupational/career topics as the framework for many learning experiences. Students receive dual benefit from such learning experiences—not only do they learn traditional subjects such as reading and math, but by using career education as a basis for learning situations they also learn about occupations.

4. How does career education differ from vocational education?

Though there is no universally accepted definition of career education, the U.S. Office of Education has developed the following definition which has been widely used in program development:

> Career education is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living.

"Work" has been defined as any conscious effort aimed at producing benefit for one's self or others: as such, work can be either paid or unpaid.

Career education must take into account the many places and numerous roles that comprise a career: student, family member, citizen, employee, etc. A career is multifaceted—consisting of occupational, social, leisure, and interpersonal roles—with occupations being only one part of an individual's career. One recent textbook has defined the career education curriculum as a sequence of planned educational activities which assist individuals in their career development, that is, in preparing for various life career roles. Such curriculums require active participation of school personnel along with family members and representatives of community agencies, business and industry.

Vocational education is narrower in scope than career education. Vocational education emphasizes occupational preparation and is generally taught by vocational educators. New trends indicate there is an increasing number of educators who are dually certified in vocational education and special education.

In the 1976 Amendments to the Vocational Education Act, vocational education is defined as follows:

> Any organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

The following modified chart, which appears in *Career Education for Handicapped Children and Youth* (1979), describes the major differences between career education and vocational education.

Career Education	Vocational Education
Focuses on paid and unpaid work (e.g., volunteer, leisure & recreation, homemaking)	Focuses on paid work (although unpaid work is referred to in the Vocational Education Amendments)
Emphasizes general career skills	Emphasizes occupational preparation
Promotes knowledge, attitude and skill development	Promotes skills for entry into occupational society
Meets the needs of the learners	Meets the needs of the labor market
Is a system-wide effort, not specific courses or an instructional program	Is defined in terms of courses and is an instructional program
Is taught by all educators	Is generally taught by vocational educators
Focuses on all instructional programs at all levels of education	Focuses on the secondary and post-secondary levels
Involves family, agencies, & business/industry	Involves primarily business/industry

5. What are occupational/career clusters?

Occupational/career clusters are groupings of jobs which have similar skill or educational requirements. It is important to be aware of career

clusters and the full range of job opportunities, and use this information in providing appropriate career guidance for handicapped individuals. Clustering of occupations provides a basis for helping handicapped adults, students, and parents understand how similar job skills can be used in a variety of work settings. Although a variety of clustering schemes has been developed, most cluster groupings have been based on existing major industries and businesses. An example of such a cluster grouping is construction occupations.

Career clusters developed for elementary programs are generally broad in scope ("transportation occupations" or "manufacturing occupations") emphasizing a wide range of awareness experiences of young students. Clusters used in the later career development stages may become more specific and should reflect more specific groups of occupations where employment opportunities exist—for example, bricklaying or residential carpentry.

For Illinois, the Department of Adult, Vocational and Technical Education had identified five major clusters. Each of these clusters contains several different vocational education programs. The clusters are:

Agricultural Occupations
Business, Marketing and Management Occupations
Health Occupations
Home Economics Occupations
Industrial Occupations

6. If I want to learn more about career development for handicapped individuals, what should I read?

A variety of general resource and reference materials are available related to career education. Some selections you may want to consider are:

General Focus

Hoyt, Kenneth B., Nancy M. Pinson, Darryl Laramore and Garth L. Mangum. *Career Education and the Elementary School Teacher.* Olympus Publishing Company, Salt Lake City, Utah, 1973.

Hoyt, Kenneth B., and others. *Career Education: What It Is and How to Do It.* Second Edition, Olympus Publishing Company, Salt Lake City, Utah, 1975.

Handicapped Focus

Clark, Gary M. *Career Education for the Handicapped Child in the Elementary Classroom.* Love Publishing Company, Denver, Colorado, 1979.

Bailey, Larry. *A Teacher's Handbook on Career Development for Children with Special Needs: Grade K–6.* Illinois State Board of Education, Springfield, IL, 1976.

Brolin, Donn and Charles Kokaska. *Career Education for Handicapped Children and Youth.* Charles E. Merrill Publishing Company, Columbus, Ohio, 1979.

Phelps, L. Allen, and Ronald J. Lutz. *Career Exploration and Preparation for the Special Needs Learner.* Allyn and Bacon, Boston, 1977.

Chapter 3

CAREER AWARENESS:
THE EARLY SCHOOL YEARS

Overview

The first phase of career development focuses upon awareness. Initially, building an awareness of self and careers is critical. Through career awareness activities, handicapped children will develop a knowledge of clusters of careers, the meaning and value of work, and the various life roles that adults play including the economic (wage-earning) role. Equally important, they will develop a knowledge of their personal interests, abilities and aptitudes related to different careers.

Typical questions and responses have been prepared which describe the importance and appropriate content of career awareness activities:

1. What is career awareness?
2. What kinds of activities and experiences are appropriate for introducing career awareness concepts?
3. What kinds of career awareness activities are appropriate for home, school, and community?
4. What are the appropriate objectives for the child's IEP during the career awareness phase?
5. Within my school or community, what are some resources and services that are available to provide career awareness experiences for handicapped learners?
6. If I want to learn more about career awareness, what should I read?

1. What is career awareness?

"Career awareness" is a term used to describe the activities and developments in the first stage of career development. Overall, the experiences provided during this stage are broad in scope, but there are four essential components to career awareness programs. These are (a) an understanding of attitudes, values, and habits, (b) human relationships, (c) occupational information and (d) acquisition of job and daily living skills. In summary, the student goals for the awareness stage include:

- to gain knowledge of her/his own talents, interests, and values
- to recognize the variety of career fields
- to begin recognizing the importance of a career.

2. What kinds of activities and experiences are appropriate for introducing career awareness concepts?

The activities appropriate for the awareness stage focus primarily on

exposing the individual to a variety of experiences which will enhance self knowledge, provide knowledge of future educational and occupational alternatives, and assist in developing the student's decision-making skills. Studies show that by the time students have completed their elementary years, most have expressed some interests in specific fields of work and have developed certain perceptions of themselves. The following are several types of activities which can be chosen to foster awareness development in elementary students:

- Play a game of matching real tools (or pictures) with pictures of workers
- Let students select a favorite picture and have them develop a story or draw a picture about the worker portrayed.
- Have students identify the different roles they play, list them on the board, and have discussions on how these roles are learned or why they are important.
- Build interest centers for different career clusters with activities to call attention to self characteristics and stimulate interest in the careers described.

3. What kinds of career awareness activities are appropriate for home, school, and community?

Career education focuses upon work and other aspects of life as well. The work role is a part of career education, but also important also are such life roles as citizen, participation in recreation and leisure, and family member. Experiences which enhance career development occur in a number of settings. Listed below are several suggestions for career awareness activities at home, at school and in the community.

Home

- Emphasize the development of coordination, dexterity, balance and strength through daily exercise (sports, crafts, household chores).
- Give children a sense of importance by assigning manageable tasks such as sponging the table top, scrubbing the vegetables, or tearing lettuce into small pieces for a salad.
- Keep a "job jar" from which to assign jobs and duties to be completed within a certain time.
- Utilize a home workshop area so construction jobs can be learned. Students can become familiar with the use of common tools, measuring, hammering, sawing, etc.
- Point out community workers during family outings to the grocery store, restaurants, etc. Through conversations, describe and discuss worker roles, job environments and education and training needed.

School

- Engage in semi-structured free play with a play store, play office, play clinic, play house, etc.
- Make a wall mural of workers by job categories or clusters.
- Make worker puppets and put on worker "plays".

- Use field trips and guest speakers as a way to expose children to the realities of a variety of occupational clusters.

Community

- Encourage handicapped individuals to participate in civic organizations, parks and recreational programs, clubs, etc.
- Take handicapped students for a ride on the city bus to the park or to a grocery store to develop their understanding of public transportation.
- Use a newspaper to help students learn about jobs and what kinds of jobs are available in the community.

4. What are the appropriate objectives for the child's IEP during the career awareness phase?

During the elementary phase the individual seeks to become aware of career options, develop strategies and understandings of how to plan for occupational choices, and assess their personal characteristics in relation to specific occupations. Typical objectives for the career awareness phase are:

- achieving awareness of self
- development of concepts related to self
- gaining awareness of responsibility for one's own actions
- development of social relationships
- learning appropriate social behavior
- development of respect for others and the work that they do
- becoming aware of different types of occupational roles
- development of concepts related to the world of work
- development of work attitudes and values
- development and use of decision-making skills
- assuming responsibility for planning one's time

5. Within my school or community what are some resources and services that are available to provide career awareness experiences for handicapped learners?

School Career Awareness Resources

Books, filmstrips, pictures, and magazines in the school or community library

Career reference materials from the Guidance Counselor's office

Information and materials provided by guidance counselors, vocational teachers, and work-study coordinators

Community Career Awareness Resources

Chamber of Commerce Brochures

Tour suggestions for local business and industries

Local organizations of business people

Youth organizations (Boy Scouts, Indian Guides, etc.)

Parents can be used as career speakers to describe their occupations. They can also assist by arranging for classes to tour where they work.

6. If I want to learn more about career awareness for elementary age handicapped students, what should I read?

Bailey, Larry. *A Teacher's Handbook on Career Development for Children with Special Needs: Grades K–6.* Illinois State Board of Education, Springfield, IL, 1976.

Brolin, Donn and Charles Kokaska. *Career Education for Handicapped Children and Youth.* Charles E. Merrill Publishing Company, Columbus, Ohio, 1979.

Clark, Gary M. *Career Education for the Handicapped Child in the Elementary Classroom.* Love Publishing Company, Denver, 1979.

Lamkin, Jill S. *Getting Started: Career Education Activities for Exceptional Students (K–9).* The Council for Exceptional Children, Reston, VA, 1980.

Mithaug, Dennis E. *Prevocational Training for Retarded Students.* Charles C. Thomas Publishers, Springfield, IL, 1981.

Phelps, L. Allen and Ronald J. Lutz. *Career Exploration and Preparation for the Special Needs Learner.* Allyn and Bacon, Boston, 1977.

Many of the suggestions provided in this section were taken from these references.

Chapter 4

CAREER EXPLORATION:
THE MIDDLE SCHOOL YEARS

Overview

During the junior high school or middle school years, the career exploration phase is undertaken. Through field trips to local businesses, simulated work experiences, industrial arts courses, interviews with workers, and other learning experiences, students are given the opportunity to experience firsthand different occupations and the tools, materials, and processes used in these occupations. During career exploration, students develop tentative career plans based upon the education and training needed for certain occupational fields.

The following pages provide a series of common questions and answers about career exploration for special needs individuals.

1. What is career exploration?
2. What experiences and activities can be used to assist handicapped learners in exploring different career options to discover their level of interest?
3. What are prevocational skills?
4. What are some appropriate career exploration objectives and activities that should be included in the IEP?
5. How can students use junior high/middle school vocational courses to explore various career options?
6. How can parents assist in career exploration activities for their child?
7. What role does career/vocational assessment play in career exploration?
8. Where in Illinois are some career exploration programs serving handicapped students?
9. If I want to learn more about career exploration for handicapped children, what should I read?

1. What is career exploration?

Career exploration occurs typically during the junior high school or middle school years as individuals are given the opportunity to explore a variety of career fields through related activities. Through career exploration activities students begin to clarify and formalize specific career objectives, and develop plans for reaching these objectives. At the same time, students develop important problem-solving and decision-making skills.

2. What experiences and activities can be used to assist handicapped learners in exploring different career options to discover their levels of interest?

A wide variety of experiences and activities can assist handicapped learners in exploration activities. The following list of career exploration activities represents examples of activities that could be used by parents, teachers, and others:

- Have students describe (verbally or in writing) all the workers they have come in contact with in the past week. Compare lists discussing how these workers have helped them and their families.
- Arrange for students to sample jobs within the school for 3 or 5 days, one hour per day. Jobs in the library/media center, office, cafeteria, and landscaping and maintenance departments should be considered. Have students report on tasks they have seen and learned. Discuss what school subjects would help a person with these tasks.
- Have students organize a brief list of jobs into three areas; use occupations that primarily involve
  (1) working with hands;
  (2) working with people;
  (3) working with numbers and figures.
  Have students pick one area of preference and think of additional jobs in those categories.
- Have students locate and cut out at least one ad for several occupations from the employment section of a newspaper. Paste these onto 3 × 5 cards. Have students draw individual cards and act out a job interview for the job they draw.

3. What are prevocational skills?

Prevocational skills are the worker behaviors necessary for entrance into and successful adjustment in vocational programs which lead to job placement. Specifically, prevocational skills are the supportive behaviors (relating to others and self-help) and worker behaviors (attendance/dependability, independence, productivity, etc.) required for jobs. Such skills are often referred to as job survival skills Dr. Gary Clark has identified areas of curriculum content which represent such prevocational skills or worker behaviors:

- Caring for personal needs;
- Achieving self awareness;
- Maintaining good working relationships with others;
- Decision making/problem solving;
- Communicating adequately with others;
- Exhibiting appropriate work behaviors (following directions, accepting criticism, helping co-workers).

4. What are some appropriate career exploration objectives and activities that should be included in the IEP?

During the exploration period, the individual seeks to match interests, aptitudes and skills with specific career fields through real and simulated experiences. The overall purpose of these activities is to develop a set of specific occupational interests which will aid in job selection and preparation during the preparation phase. Typical objectives for students during this phase are:

- clarification of self concept
- recognizing responsibility for making career plans
- development of individual questioning and problem-solving skills
- development of socially responsible behavior
- practice of behaviors appropriate to a working environment
- understanding basic concepts of economics as they relate to career, society and lifestyle.

Several activities can be used to encourage such understandings.

- rotation programs where students explore a variety of vocational classes, each for a short period of time
- in-school work-experience programs
- opportunities to observe and learn about a variety of occupations and work sites through field trips, class visitations by workers, video tapes and slides of workers in various jobs.
- classroom simulations and projects

5. How can students use junior high/middle school vocational courses to explore various career options?

Classroom assignments and activities are the in-school vehicles by which students explore tools, industrial processes and materials, skills and attitudes specific to occupational clusters. Courses such as agriculture, business, home economics, and industrial arts help by outlining for students the range of related occupations and the educational background needed. These courses also provide a framework in which students can explore occupations and experience work tasks similar to the real world of work. These courses are a good place for presentation of career guidance information and helping students understand the preparation and training needed to achieve essential job skills.

6. How can parents assist in career exploration activities for their child?

The home environment is perhaps the most important factor in the development of basic values, attitudes, and skills which are the foundations of career success. Parents can help children gain an appreciation for the value and necessity of work through discussing work related concepts in the home and by encouraging them to explore and experience as many occupations as possible. Exploration activities parents might encourage are:

1. Parents and relatives share their own job experiences, skills and education needed for their job, job responsibilities, related jobs, etc.
2. Take children on field trips to observe people in different occupations. Point out the differences between and similarities among jobs through informal discussion.
3. Provide books and magazines that portray a variety of workers and work settings. Use these materials as conversation starters to discuss career interests.
4. Encourage children to have hobbies which use skills and tools suited to their occupational interests.

Activities, as described above, enhance parent-child relationships while increasing the exposure of the child to occupational fields and concepts important in the world of work.

7. What role does career/vocational assessment play in helping students explore different careers?

Career/vocational assessments should be designed to discover individual strengths and weaknesses which are pertinent to a career choice. Because self concept development in handicapped students may be a problem at times, objective evaluations can help the individual realistically determine his or her aptitudes and interests for various career clusters.

During the exploration phase the individual is "trying out" many different occupations in a variety of careers, therefore, ongoing assessments are necessary to establish whether or not interest and ability patterns are emerging for the individual. Vocational evaluations should clearly identify an individual's vocational potential if special accommodations (such as special tools) or assistance (such as one-to-one vocational instruction) are provided. Assessments during this phase should be frequent and varied in form. The following list represents a brief description of some assessment techniques which should be used during the exploration period.

- simulated experiences
- interest inventories
- self appraisal devices
- skill performance tests
- audio-visual devices and feedback
- autobiographies

Ultimately the goal of the exploration stage is to expose the individual to a wide variety of occupational possibilities from which he or she may choose an area of interest—a personal, occupational focus. For assessment during the exploration period to be adequate it must:

- provide objective feedback regarding the individual's interest and suitability for each career area explored
- provide adequate information so that the individual can make realistic decisions as to the occupational focus he would like to develop. Such a focus is necessary before purposeful planning can begin during the next development stage, preparation.

8. Where in Illinois are some career exploration programs serving handicapped students?

Several school districts throughout the state have developed career awareness and exploration programs that serve handicapped children. As you look at the programs listed below (or any other special programs) it is important to remember that very few programs will meet your full expectations. The programs described below have some unique features that you may find helpful.

Career Education Through Multi-Experience Centers
3322 Main Street
Quincy, Illinois
Project Director: (217) 224-3720

Description: The career program for handicapped students at Quincy is a total program concept serving all exceptionalities from pre-school through high school. Program activities are designed to help a student progress through four stages of career development: awareness, observation, preparation, and participation.

Specific program activity examples are:

- A miniature city with various buildings representing different career clusters for awareness activities for students K–12.
- Hands-on career experience centers both in school and within the community (for example: upholstery center, greenhouse, food service). Students typically spend a ten week period in a center during which they can experience real atmosphere, tools, and workers representative of a particular business.
- A work experience program in which older high school students may spend as much as two years in specific occupational preparation.
- Follow up surveys are done for program participants one year and five years after program completion.

Notre Dame Special Education Cooperative
Gurler Road
De Kalb, Illinois 60115
Director: (815) 758-0687

Description: This program is a community-based vocational/career special education program.

Specific program activity examples are:

- Life centered career education
- Occupational education
- Experience based career education

Vocational Project
Northwest Suburban Special Education Organization
500 S. Plum Grove
Palatine, Illinois 60067
Contact Number: (312) 359-2110

Description: This career project is designed to provide career-related services from elementary age through high school with transitional support into employment.

Specific services provided to handicapped individuals:

- Career readiness experiences
- Vocational evaluations—both on-site and standard measures
- Job training sites, both in school and community work centers
- Transitional workshop training for individuals choosing to work in a sheltered workshop.
- Follow through services to assist with transition from school to successful job placement

Handicapped individuals served:

- Learning disabled
- Trainable
- Behaviorally disordered
- Physically handicapped

Kendall Special Education Cooperative
800 South West Street
Plano, Illinois 60545
Director: (312) 552-4121

Description: This district has developed an extensive lending library for special education and regular education teachers which includes materials on career awareness and exploration for preschool through high school age students.

9. If I want to learn more about career exploration for handicapped children, what should I read?

Brolin, Donn and Charles Kokaska. *Career Education for Handicapped Children and Youth.* Charles E. Merrill Publishing Company, Columbus, Ohio, 1979.

Lamkin, Jill S. *Getting Started: Career Education Activities for Exceptional Students (K–9).* The Council for Exceptional Children, Reston, VA, 1980.

Phelps, L. Allen and Ronald J. Lutz. *Career Exploration and Preparation for the Special Needs Learner.* Allyn and Bacon, Boston, 1977.

These references provided many of the concepts and ideas presented in this section.

Chapter 5

CAREER ORIENTATION AND PREPARATION:
HIGH SCHOOL AND BEYOND

Overview

Career orientation and preparation programs are focused on helping students become familiar with and oriented to a specific cluster or group of occupations. Generally, the career orientation and preparation phases occur during adolescence and early adulthood; however, as adults change jobs or move up within their jobs (which is likely to require new skills) additional career orientation and preparation may also be necessary. A variety of program components are included in career orientation and preparation programs. Career guidance, vocational evaluation and assessment, prevocational education, and vocational education are some of the major components discussed in this section. In addition, several programs and additional information resources are described.

Career Orientation (Grades 9–10)

1. How is career orientation defined?

Career orientation is a logical and sequential continuation of the career exploration stages of the middle school years. The *DAVTE Handbook for Vocational Education Program Planning* suggests that career orientation begin around the ninth grade level and continue into the tenth grade, as necessary. Career orientation basically involves gradual exposure to the five broad vocational cluster areas, tentatively identifying an area of interest, and focusing on more specific sub-clusters of careers. When the end of the career orientation stage occurs will again vary depending upon the individual. However, from a developmental perspective, career orientation gives way to career preparation when a student makes a vocational education curriculum choice, usually beginning at the 11th grade.

2. How are career orientation programs usually offered in schools?

Career orientation programs are typically offered through a sequence of prevocational exploration/orientation courses in the high school. Exploration/orientation sequences introduce students to areas such as agriculture, business, home economics, health occupations, and industrial occupations. Industrial occupations programs, for instance, usually include such courses as woodworking, metal working, graphic arts, drafting, and small engines. Home economics courses focus on consumerism,

foods, clothing, child development. Career orientation/exploration programs in vocational education usually include an introductory course in each of the major program areas of vocational education (such as "Introduction to Accounting").

Many schools are beginning to provide additional resources to handicapped students by developing different levels of requirements for these programs, as well as creating new programs. The emphasis is being placed on the need for the schools to assist handicapped students in developing their potential for employability and independent living.

3. What kind of vocational assessment usually occurs during career orientation?

Comprehensive vocational assessment usually occurs throughout the career orientation stage. Accurately assessing a student's vocational interests and potential prior to program placement has been recognized as extremely important. With this in mind, comprehensive vocational assessment/evaluation centers are increasingly being established in Illinois for use with both handicapped and non-handicapped students. A variety of assessment procedures, such as work samples, on-the-job observations, manual dexterity tests, career interest inventories, and paper-and-pencil aptitude tests have been developed, and are used together to provide vocational guidance counselors with thorough information to assist in program placements of students. (For a detailed and readable description of the many processes and procedures that are used to assess special needs students' vocational potential, you may want to refer to the book by Scelfo and Micali which is listed in the references.)

Comprehensive vocational assessment usually includes measures to determine: vocational interests, aptitudes, achievement, and potential. A brief description of each is presented below.

A. Vocational interest:
   Assessment of vocational interests represent an effort by guidance counselors to determine a student's interests in one or more career clusters prior to program placement. Vocational interests are usually determined through the use of inventories and interviews with students, parents and previous instructors.

B. Vocational aptitude:
   Measurement of vocational aptitudes (such as dexterity or numerical skills attempts to blend a student's career interests with his or her vocational strengths and weaknesses in order to make realistic and appropriate program placements. For example, a student with good language skills, but with low math ability would probably be counseled into a vocational program that prepares him or her for occupations requiring good verbal abilities but limited mathematical skills.

C. Vocational achievement:
   Vocational achievement results represent a student's present functioning level in a particular occupation or program area. This

kind of assessment prior to placement into a vocational curriculum is also essential. For example, if a student has demonstrated an interest in building trades, as well as acceptable gross motor and math skills for that program, he or she then should be assessed to identify his or her specific prerequisite skills for entry into that program. Prerequisite skills such as knowledge of fractions, some blue print reading skills, and basic skills to use power tools may be needed.

(For the reader who would like further information or resources about vocational assessment/evaluation of handicapped students, the article by Ronald Fry listed in the references may be helpful.)

4. **How do the concepts of career guidance and vocational assessment differ? How can they work together to increase the quality of vocational services to handicapped children?**

Vocational assessment is the process of gathering information about a student's interests, abilities, aptitudes, and potential for different career options. During this process, the student gains information and insight about the characteristics of different occupations. Career guidance is the process of using assessment information to aid in making an informed and appropriate placement of a student into a vocational program. Effective career guidance counselors are skilled in interpreting assessment data, interviewing students, and ultimately helping to determine a realistic match between a student and a career choice. Parents and handicapped adults play an important role in the career guidance process, and should take an active role in career planning with counselors and teachers.

Career Preparation (Grades 11–12 and beyond)

1. **How is career preparation defined?**

Career preparation is the major step in the career development process. In this stage, handicapped adults or students actually experiment with and investigate specific careers through vocational education courses and work experience (usually part-time employment). Typical vocational education programming involves series of courses in the eleventh and twelfth grades and until age 21 (unless the student chooses to receive a high school diploma before age 21). Students can decide which careers they prefer during the introductory courses, then they develop job entry-level skills in the latter stages of the program. Career preparation then, is a skill-development stage that prepares a student with employable skills in a career or occupation of his or her choice.

Many comprehensive high schools, community colleges, and area vocational centers in Illinois have established special career preparation programs that are strictly for handicapped students. Some of the course titles include: Horticulture for Special Education Students, Home Economics for the EMH Student, and Career Exploration for Mentally Handicapped Students. Many schools now have a wide variety of prevocational (orientation) programs for handicapped students. These career prepara-

tion programs are typically not as technical or comprehensive as the regular vocational education students. They provide students with specialized job skills such as those needed for small engine repair, muffler installation and landscape gardener.

2. What are the different types of work experience programs offered by high schools, junior highs, and area vocational centers? What are the purposes of each program?

At the high school and junior high school level in Illinois, as many as seven different work experience programs are presently offered. These programs provide opportunities for students to gain work experience while they are still in school by allowing them to work on a part-time basis. Several of these programs which are authorized by the Illinois State Board of Education are designed specifically for handicapped students. Most of the programs provide students with experiences and classes which are focused on career exploration, career orientation, and/or skill development. The following table provides an overview of the various programs.

3. What prerequisite skills must a student have in order to be placed in a vocational program?

When being considered for acceptance into a vocational education program, students must usually be in their junior year of high school, except in the case of career orientation courses or industrial arts courses, in which ninth graders may be placed.

Acceptance into vocational education programs has become more and more competitive in recent years, as parents, guidance counselors, and students have come to recognize the benefits of obtaining employment training in school. Students should have sound basic reading and mathematical skills, and should have demonstrated a willingness to work and an eagerness to learn. Unfortunately, this competition for entry into vocational education programs has frequently worked against handicapped students; however, many administrators of vocational education programs are increasingly recognizing the invaluable role that vocational education can play for handicapped students and are reserving enrollment slots for them. Also, vocational instructors are finding that, given proper support, handicapped youth and young adults fare as well as their nonhandicapped peers.

4. How do the special vocational education programs and regular vocational programs differ in training and placement activities?

Many area vocational centers and comprehensive high schools in Illinois have developed vocational courses and programs especially for handicapped students. Some community colleges have also developed special programs for handicapped adults. The focus of these programs is usually more on development of basic and daily living skills in the introductory courses, and on job-skill development in the later ones. Historically these programs have focused upon specific employment options such as cus-

WORK EXPERIENCE PROGRAMS IN ILLINOIS

	Sponsoring State Agency	Age Served	Students Awarded Credit?	Related Class?	Students Receive Wages?	Purpose
Prevocational Education Program	DSES	Grades 9–12	Yes	suggested but not required	No	To provide organized instruction, training and resource exp. in accord with the IEP. Cannot exceed ½ day
Secondary Work Experience Program (SWEP)	DORS	16–21	Yes	suggested but not required	Yes, up to federal minimum wage	To provide transportation, spec. prosthetics, and wages for more severely handicapped high school, VR-eligible students
Cooperative Education for Handicapped Persons	DAVTE	16–21	Yes	Yes	Yes	To provide students with general work experience that assists them in adapting to employment situations.
Work Experience and Career Exploration Program (WECEP)	DAVTE	14–15	Yes	Yes	Yes	To provide work experience and career exploration for academically disadvantaged students who are potential dropouts
Cooperative Vocational Education (CVE)	DAVTE	Grades 11–12, primarily 12	Yes	Yes	Yes, federal minimum wage	To provide vocational ed. students with advanced skill development opportunities in a specific occupation
Work-Study Program	DAVTE	15–21	No	No	Minimum wage	To provide employment for beginning or continuing voc. ed. students to help keep them in school
Early School Leaver (ESL)	DAVTE	15–21	No	No	Yes	To provide employment training and motivation to return to school

todial maintenance, hotel services, hospital services, or food services. Additional programs are being added as awareness increases related to the employment potential of disabled persons. Many of these programs contain their own special work-experience training component as well.

It is difficult to prescribe whether special or regular programs are better for handicapped students. It is difficult because the severity of disabilities vary greatly from student to student and the nature of the programs vary greatly from school to school. All other things being equal, however, parents of handicapped students should be certain that placement in a regular vocational program with adequate support services is thoroughly considered by school officials before consenting to a special vocational education program placement.

5. How many different jobs exist for which students can be trained through vocational education?

Literally thousands! With the specialization that exists now in our society, most vocational education programs provide students with sound skills with which to enter employment, then additional training that is unique to that particular job occurs after hiring. For instance, a graduate of a Building Trades program is trained for entry-level employment in such diverse occupations as carpentry (rough, remodeling, finish, or foundation), building materials manufacturing, building materials retailing, dry wall installation, roofing, siding, painting, etc. and would be trained on the job for whichever one of those he or she entered.

6. What is the difference between vocational programs offered by high schools and area vocational centers?

This will vary greatly from school district to school district. Generally speaking, area vocational centers will try to offer courses that are supplementary to or entirely different than those offered by the surrounding high schools. It is important to remember that vocational programs which are available to non-handicapped students must also be available to handicapped youth or adults along with appropriate supportive services and/or accommodations.

7. What types of vocational education programs are offered by community colleges and adult evening programs?

Community colleges and evening programs offer a wide variety of vocational education courses. Many of these programs offer full sequences of courses in several different occupational clusters. They are appropriate for youth or young adults who are employed and need advanced vocational training as well as for high school dropouts who have no vocational skills whatsoever.

8. Are handicapped persons eligible for community college enrollment if they have not completed high school?

Absolutely! In fact, most community colleges offer high school comple-

tion courses along with vocational education programs and general studies courses.

9. Are there other agencies that provide vocational training to handicapped youth and adults?

Yes. Vocational training and counseling is provided by agencies such as CETA, Mental Health, Rehabilitation Facilities, private trade schools, sheltered workshops, and work activity centers. Each of these is described more fully in the following section.

10. What services are available through Vocational Rehabilitation?

Most individuals with a physical or mental disability representing a substantial handicap to obtaining employment can qualify for services from the Department of Rehabilitation Services. A variety of services are available including evaluation, counseling and guidance, referral, vocational and other training programs, placement services and follow-up. These services are available to handicapped adults as well as high school students with physical, mental, or learning disabilities. Detailed information regarding eligibility requirements and services available can be obtained from any of the 46 regional offices of the Department of Rehabilitation Services. (Additional information on DORS services is also provided in the Adult Vocational Programming section of this guide.)

Vocational skills training is not directly provided by the DORS. Once an individual is determined eligible, a rehabilitation counselor makes the appropriate arrangements for vocational assessment and skills training. These services may be provided by other agencies or the public schools.

11. What are the various programs and services provided through CETA?

CETA provides a variety of employment and training programs for disadvantaged and handicapped youth and adults. The scope and variety of CETA program offerings differs considerably across Illinois, but CETA represents a potentially-significant source of employment training for many handicapped youth and adults. Recent efforts to promote interagency efforts among Vocational Education, Rehabilitation, and CETA have greatly expanded the services available to handicapped individuals.

Listed below are brief descriptions of the various programs provided by one CETA Prime Sponsor in central Illinois.

A. Alternative School Program: provides high school dropouts or potential dropouts with an alternative school environment in which they may successfully develop the necessary skills for a high school diploma.

B. Upgrading of Basic Skills Program: provides students who have been away from formal schooling for some time with several months of intensive reading and math training necessary to successfully complete the G.E.D. examination.

C. Entry Employment Competency Program: helps students who are unable to complete requirements for a high school diploma or

G.E.D. certificate gain necessary employment skills to enter and succeed in the work force.

D. Attitudes/Motivation Program: provides students with coursework designed to redirect negative attitudes that may be a barrier to employment.
E. Vocational Skill Training Program: places CETA clients in one of a variety of vocational education classes offered at area vocational centers, high schools, community colleges, or private trade schools.
F. Job Search-Job Club Program: provides students with curriculum teaching prevocational skills necessary to locate and interview for potential employment opportunities.
G. Work Experience Training: places CETA clients in actual work situations in which they may become aware of the skills and behaviors expected of them in an actual job situation.
H. On-the-Job Training: another, more long-range, work experience placement in which clients take jobs in actual work settings to learn the technical and interpersonal requirements of that occupation.

12. Are there any school districts in Illinois that are presently offering unique or innovative vocational services for handicapped youth?

Several school districts have published brochures outlining a variety of vocational/special education programs. It should be noted here that parents report varying expectations and experiences concerning the ability of different programs to best serve the unique needs of their children. Hence, the programs listed below are provided only as examples of efforts that schools are making in the area of special vocational education programming. Most of the programs have brochures and other information which is available at no cost.

Tilden High School
4747 S. Union Avenue
Chicago, IL 60609
Principal: (312) 268-2363

Description:
A. Cooperative Planning and Instruction: a system designed to allow for follow-up and instructional planning for students placed in occupational preparation programs.
B. Peer Tutoring System: materials and instructional techniques have been developed for use by tutors in the areas of math, reading, and bilingual services.
C. Group Counseling-Occupational Education: this 6–10 week program is designed to enhance appropriate career choices by handicapped students.

Sauk Area Career Center
138th and Crawford Avenue
Crestwood, IL 60472
Special Needs Team: (312) 371-1880

Description: A. Special Needs Supportive Services Team: team of three teachers certified in special education who cooperatively assist vocational instructors and other personnel in areas of curriculum, guidance/counseling, instructional techniques, etc.

B. Vocational Evaluation Program: an assessment program that utilizes teacher-made and commercial work samples, career exploration activities, student behavior-observation checklists, etc.

Springfield Public Schools
44 W. Reynolds Street
Springfield, IL 62702
Director of Special Education: (217) 525-3065

Description: Sequential Career Occupational Program Elective (SCOPE): a series of courses developed by vocational instructors which provide students with the opportunity to develop competencies essential for entry-level employment in over one hundred specific occupations.

Township High School District #214
799 W. Kensington Road
Mt. Prospect, IL 60056
Director of Vocational Education: (312) 259-5300

Description: A wide variety of programs are offered for handicapped learners such as the Individualized Resource Program, the Learning Disabilities Program, the Physically Handicapped Program, a Program for the Deaf, a Student Therapeutic Education Program, a Trainable Mentally Handicapped Program, and a Work Experience Career Exploration Program.

District 916 Area Vo-Tech Institute
3300 Century Avenue North
White Bear Lake, MN 55110
Director of Special Services: (612) 770-2351

Description: Special Education Rehabilitation Vocational Education (SERVE): This program is recognized nationally for its commitment to serve the entire spectrum of students with handicapping conditions in vocational training programs in regular vocational settings. A wide variety of services and program offerings have been implemented in this endeavor, such

as the Career Exploration and Pre-vocational Orientation Program, comprehensive vocational evaluation/assessment, the Personal Adjustment Program, a Preparation for Independent Living Program, a Learning Resource Center, a Corrections Program, and a residential drug treatment center.

McHenry Community High School
3926 West Main Street
McHenry, IL 60050
Program Director: (815) 385-7900

Description: Project SEE (Simulated Employee Experience) is a high school pre-vocational program that provides basic training in those skills needed by young people to successfully hold jobs. The program, which was funded initially as a special project, serves students who demonstrate: (a) limited work skills, (b) lack of responsibility in schools, and (c) socially immature and inappropriate behavior with peers and adults. Students in the program develop and manufacture (by mass production) various products throughout the year.

Stephenson Area Career Center
Pearl City Road
Freeport, IL 61032
Vocational Assessment Center: (815) 235-8025

Description: A Vocational Assessment Center, which is located at the Career Center, provides CETA-eligible clients and Career Center students with vocational assessment services. Two complimentary commercial work evaluation systems have been purchased to provide measures of vocational interest, aptitude, temperament, and work-related behavior. Detailed reports are prepared on each client/student which include recommendations for specific vocational training.

Chapter 6

ADULT VOCATIONAL PROGRAMMING AND SERVICES

Overview

Services and programs to assist handicapped adults in preparing for and locating employment are provided by a variety of agencies throughout the state. Services such as career and employment counseling are available through agencies such as the Illinois Job Service and CETA prime sponsors. Adult and evening programs for severely and mildly handicapped adults are available in community colleges, area vocational centers, rehabilitation facilities, and some high schools. Programs provide a broad range of objectives including high school completion, basic education, vocational training, and work experience training. The following questions will be addressed in this section.

1. What types of vocational education programs are generally available for handicapped adults?
2. What types of new careers have handicapped adults entered recently?
3. What types of adult basic education programs and services are available?
4. What types of training and retraining programs and services are available for physically handicapped adults?
5. What types of services can handicapped adults obtain from these agencies: Illinois Job Service, Department of Rehabilitation Services, CETA, and the Department of Mental Health and Developmental Disabilities?
6. What types of programs and services are available through Illinois community colleges to adults who are handicapped?
7. Where are some programs serving handicapped adults in Illinois? What do they provide?
8. How can rehabilitation engineering assist physically handicapped adults in employment?

1. What types of vocational education programs are generally available for handicapped adults?

In Illinois adult vocational education programs are offered by community colleges, area vocational centers, and many high schools. Courses and programs in numerous fields are offered during the day as well as in the evening. Some vocational education programs may be as long as two years, while others may be less than one year. Some individuals may want to take only a single course to develop a specialized skill such as welding. The vocational programs available throughout the state fall into the following categories:

Business, Marketing, and Management Occupations
(Includes such fields as accounting, data processing, and hotel/motel management)

Industrial Occupations
(Includes such fields as automotive technology, drafting, and mining technology)

Health Occupations
(Includes such fields as dental hygiene, nursing, and physical therapy)

Agricultural Occupations
(Includes such fields as agricultural mechanics, landscaping, and agricultural supplies and services)

Home Economics Occupations
(Includes such fields as food services and child care)

Many community colleges, area vocational centers, and high schools can provide special assistance, such as, interpreters, registration assistance, and special instructional materials to handicapped adults who are capable of entering and succeeding in these programs.

2. What types of new careers have handicapped adults been entering recently?

New career opportunities for the handicapped have grown along with the public's awareness of the ambitions and abilities of the handicapped. Employment in the area of business and commerce occupations, especially in fields such as word processing and communication technology, has grown for disabled adults. Data processing and computer-related career opportunities have expanded rapidly in our growing economy and employment opportunities for the handicapped in these areas have improved as well. Job opportunities in health services, such as dental and laboratory technicians continue to improve.

In recent years the Illinois Association for Retarded Citizens has placed mentally handicapped adults in a wide variety of jobs throughout the state. Because of changes in employer attitudes and new occupational trends these handicapped individuals have found employment in such fields as: glass installation, laboratory assisting, office machine operation, meat packing, upholstering, messenger services, printing press operation, animal care, food services, building maintenance, and automotive services.

When considering new career opportunities, it is important to remember there are disabled adults productively employed in jobs that did not exist ten years ago. As career fields continue to expand, employment opportunities for disabled individuals will follow.

3. What types of adult basic education programs and services are available?

There are approximately 80–90 Adult Basic Education programs in Illinois that are operated by community colleges and public schools. Adult Basic Education is an alternative education program designed to

serve those individuals who do not possess a high school diploma, are over sixteen years of age, and are not otherwise enrolled in an educational program. Handicapped individuals can gain basic learning skills, high school diplomas, and vocational skills through Adult Basic Education. Several types of adult basic education are available:

a. Basic Adult Education is a program designed for persons who function below an eighth grade level who need increased skills in reading, writing, and arithmetic.
b. Secondary Education for Adults is a program designed to prepare individuals for the G.E.D. test or to help individuals taking high school credit classes to be able to qualify for a standard high school diploma.
c. English as a Second Language Programs provide language and basic skills courses for persons with limited English-speaking abilities.

There is no typical length of program. The needs and willingness of the individual determine how long he remains in Adult Basic Education. Because most programs receive federal, state, and local support, participants usually do not pay any cost for participation. In some programs child care services and transportation can be arranged for participants. The majority of community colleges in Illinois sponsor adult basic education programs; however, many programs are also associated with the public schools.

4. What types of training and retraining programs and services are available for physically handicapped adults?

The Department of Rehabilitation Services (DORS) is the primary agency providing services for the physically handicapped. A variety of services are available to persons with a physical handicap that represents a substantial barrier to employment. Once a person is determined eligible, DORS counselors provide counseling, guidance, some testing, placement, and follow-up. Tuition and fees for training and educational programs at community colleges, vocational and business schools, and universities may be provided. Some of the other services that may be provided or purchased by DORS include:

artificial limbs
braces and other orthopedic devices
diagnoses, evaluations, and testing
glasses
hearing aids
reader services
physical or occupational therapy
speech therapy
transportation
interpreter services
wheelchairs
tools and equipment

Additional information regarding these services can be obtained from any of the 46 district offices of the Department of Rehabilitation Services.

5. What types of services can handicapped adults obtain from these agencies: Illinois Job Service, Department of Rehabilitation Services, CETA, and the Department of Mental Health and Developmental Disabilities?

Illinois Job Service:

Regional offices provide information about the local job market, employment opportunities, employment counseling, some vocational aptitude testing, and job development and placement services.

Department of Rehabilitation Services (DORS):

Regional offices provide some 30 different services for mentally and physically disabled adults who's disabilities represent a substantial handicap to employment. Among the major services are: artificial limbs and orthopedic devices, evaluations and examinations (psychiatric and medical diagnoses), glasses and hearing aids, reader and interpreter services, physical and occupational therapy, and payment of tuition and fees for education and training programs.

Comprehensive Employment and Training Act (CETA):

The Department of Commerce and Community Affairs (which is the Balance-of-State Prime Sponsor for Illinois) and 19 Prime Sponsors (located throughout the state) fund employment and job training programs for unemployed, underemployed, and disadvantaged (including handicapped) persons. The programs generally provided include on-the-job training, classroom vocational training, work experience programs, and basic education. A detailed description of the various CETA programs can be found in the Career Preparation section of this guide.

Department of Mental Health and Developmental Disabilities (DMHDD):

Regional offices of the DMHDD provide comprehensive services for youth and adults who are developmentally disabled. DMHDD operates sheltered workshops, work activity centers, and day training programs. Through these programs a range of services are provided for moderately and severely handicapped persons: vocational evaluation and assessment; personal adjustment training; transportation; counseling; socialization, self-care, and independent living training; and job placement and follow-up services.

6. What types of programs and services are available through Illinois community colleges to adults who are handicapped?

Most of the 52 community colleges offer vocational education programs, college transfer programs, general studies, adult and continuing education programs, and adult basic education. As a result of Section 504 of the Rehabilitation Act of 1973, handicapped individuals who are otherwise qualified must be provided full access to any program operated by a community college. A few colleges are beginning to offer special programs specifically for handicapped individuals with moderate and severe handicaps. (Some of these programs are described on the following pages)

Through the Student Services offices most community colleges provide special assistance for handicapped persons in the form of notetakers,

interpreters, registration assistance, readers, mobility assistance, referral to community agencies, and counseling.

7. Where are some programs serving handicapped adults in Illinois? What do they provide?

Special Needs Assistance Program
Triton College
2000 Fifth Avenue
River Grove, Il 60171
(312) 456-0300 ext. 485

- Sponsors a disabled students club and an annual "disabled awareness week"
- Operates a student development class for disabled students
- Provides special services: interpreters, notetakers, registration assistance, advising and counseling, career exploration, tutoring assistance, mobility assistance, and sign language classes.

Chicago City Wide College
Vocational Training Programs for Slow Learning Adults
Center for Program Development for the Handicapped
185 North Wabash Avenue, Room 2123
Chicago, Il 60601
(312) 977-2551

- Provides slow-learning adults with the vocational and social skills necessary to find and hold competitive jobs in five vocational fields: food service, janitorial services, clerical, hospital services, and hotel services. These training programs take place in the actual job setting.

Adult Basic Education Program
Black Hawk College
6600 34th Avenue
Moline, Illinois 61265
(312) 796-1311

Three programs have been developed by the college and Opportunity Center, which is not-for-profit agency that provides work activity training for the severely handicapped.

- Prevocational skills and adult basic education are taught to severely handicapped adults by a team composed of an Adult Basic Education instructor and three teacher aides. Clients are seen for one-half hour each day at the Opportunity House facility. Classes include no more than five students and focus on daily living skills, communication skills, and socialization.

- The Community Living Program is held at the Opportunity Center for two hours each afternoon. The students are all over 55 years of age and from local residential care facilities. The instructional activities include: crafts, daily living skills, discussions of current events, and field trips. An Adult Basic Education instructor and one teacher aide staff the program. Transportation for all students is provided by Black Hawk College.
- On-the-job training in assembly operations is also provided in the "Milan Workshop" at the Rock Island Packaging Corporation. The Adult Basic Education team of one teacher and three teacher aides provide training on the production line as well as related classroom instruction. The individualized classroom instruction focuses on basic reading, writing, math, money and budgeting, and grooming and nutrition.

8. How can rehabilitation engineering assist physically handicapped adults in employment?

Rehabilitation engineers develop special electrical and mechanical devices and equipment to make employment possible for persons with severe physical handicaps. Each adaptive device is different depending upon the nature of the handicap. As a result of these special devices, thousands of handicapped people have been able to be productively employed. In Illinois, Northwestern University operates one of ten rehabilitation engineering programs which are funded by the National Institute for Handicapped Research, U.S. Department of Education. For further information contact:

Rehabilitation Engineering Program
Northwestern University
345 E. Superior
Room 1441
Chicago, Illinois 60611
(312) 649-8560

Chapter 7

EMPLOYER CONSIDERATIONS AND INCENTIVES

Overview

The ultimate payoff for vocational and career education training is employment. In recent years handicapped individuals have had increasing success in finding and maintaining employment in a wide variety of fields. These changes have come about slowly as a result of federal legislation and an increased employer awareness of the disabled population. Numerous success stories have been presented on television and in the newspapers regarding the incredible capabilities of selected individuals who are handicapped. Still, several questions are frequently raised by employers regarding the handicapped individual.

The following questions and responses provide a brief overview of the concerns of employers in hiring the handicapped.

1. Why should employers consider hiring a disabled individual?
2. What do the Federal regulations say pertaining to hiring handicapped persons?
3. What are the special financial incentives for employers to hire the handicapped?
4. What types of job modifications and accommodations might be necessary?

1. Why should employers consider hiring a disabled individual?

Essentially, because he or she is qualified for the job, and is the best applicant available. While Section 503 of the Rehabilitation Act of 1973 requires employers with federal contracts to take "affirmative action" in recruiting and employing the handicapped, it clearly states that handicapped persons must be "otherwise qualified."

The following facts have been noted in studies regarding the employment of handicapped individuals:

- 96% of handicapped workers rated average or better in safety when compared with the general workforce.
- 91% of handicapped workers rated average or better in productivity when compared with the general workforce.
- 79% of handicapped workers rated average or better in attendance when compared with the general workforce (Herman and Walker, 1978).
- 92% of the handicapped persons placed in employment by the Illinois Association for Retarded Citizens in 1979 received promotions (*Illinois Handicapped Workers;* March, 1980).
- 73% of handicapped students completing vocational education programs in Illinois in 1980 either found jobs or chose to continue their education (*Voc Ed Fact Sheet,* 1980).

2. What do the Federal regulations say pertaining to hiring handicapped persons?

Section 503 of the Rehabilitation Act of 1973 requires employers who have federal contracts of $2,500 or more to take affirmative action in recruiting, hiring, and promoting handicapped persons who are otherwise qualified. Essentially, employers cannot engage in employment practices which discriminate against an individual on the basis of a handicap. Employers should: (a) prepare and maintain an affirmative action program, (b) invite all applicants and employees to identify themselves, (c) inform employees, applicants, and labor unions of the employer's affirmative action obligations, and (d) review all physical and mental job qualifications to insure they are job-related and do not "screen out" qualified handicapped persons.

3. What are the special financial incentives for employers to hire the handicapped?

The following tax credits and deductions are available to employers who hire handicapped workers:

1. Deduction of $25,000 per year per taxpayer for expenses associated with making a business establishment accessible to and usable by handicapped individuals.
2. Targeted Jobs/WIN tax credit—a tax credit for ½ of the first $6,000 paid to handicapped employees who were referred by the state Vocational Rehabilitation Program, the Veterans Administration, or CETA programs.

4. What types of job modifications and accommodations might be necessary?

This, of course, depends upon the nature and severity of the person's disability or handicap. Six general types of accommodations might be necessary or appropriate.

Accommodations	Examples
Environmental	improved lighting reduction of temperature changes
Physical	relocation of switches use of adjustable tables accessible restrooms/washrooms appropriate emergency signaling equipment for deaf and blind individuals
Minor worksite modifications	process flow modifications rearrangements of equipment or machines organizational restructuring
Job restructuring	task modifications task eliminations (entirely or in part) task reassignments recombinations of tasks
Work schedule modifications	flexible hours compressed work weeks
Use of other personnel	part-time helpers aides (interpreters)

Chapter 8

RESOURCES FOR PARENTS AND HANDICAPPED ADULTS

Throughout Illinois a variety of agencies, organizations, and programs are available to assist in vocational programming for handicapped youth and adults. State agencies, such as the Illinois State Board of Education, as well as state parent and professional organizations and national organizations will readily respond to your questions and provide information, conferences, newsletters, and several other services.

Local Resources

Perhaps the most important first step is to see what is available in your community in the way of vocational programs and services. Listed below are the titles of several individuals and offices that should be listed in your local telephone directory.

- Director of the Special Education Program at the elementary or high school
- Director of the vocational or career education program at the high school or area vocational center
- Dean of career or occupational programs at the local community college
- Director of student services at the local community college
- Local offices of the:
  - Department of Rehabilitation Services
  - Illinois Job Service
  - Department of Mental Health and Developmental Disabilities
- Director of Training Programs, CETA Prime Sponsor
- Local executive directors, Association for Retarded Citizens
- Director of the local Rehabilitation Facility

State Agencies

Department of Specialized Educational Services
Illinois State Board of Education
100 N. First St.
Springfield, IL 62777
(217) 782-6601

- Resource and reference publications
- State plan for special education
- Consultant services for special education districts
- Listings of local special education programs and schools

Department of Adult, Vocational and Technical Education
Illinois State Board of Education
100 N. First Street

Springfield, IL 62777
(217) 782-4877

- Handicapped and disadvantaged program consultants
- Reference and resource publications
- Program development assistance
- Inservice workshop assistance
- Career education information
- Funding information
- Directories of local vocational education and adult programs in high schools, area vocational centers, and community colleges

Department of Rehabilitation Services (DORS)
623 East Adams Street
P.O. Box 1587
Springfield, IL 62706
(217) 782-2093

- Information and referral services concerning all DORS programs
- Information regarding Secondary Work Experience Programs
- Listings of local/regional DORS offices
- Listings of local Rehabilitation Facilities

Department of Mental Health and Developmental Disabilities (DMHDD)
160 North LaSalle Street
Room 1500
Chicago, IL 60601
(312) 793-2730

- Resource and reference materials for parents
- Listings of local/regional offices
- Listings of work activity centers

Department of Commerce and Community Affairs (DCCA)
320 W. Washington Street
Springfield, IL 62706
(217) 785-3260

- Listing of CETA Prime Sponsor agencies
- Descriptions of CETA programs and services for handicapped youth and adults
- Prime Sponsor for the Balance of State
- Governor's Special Grant Program

Illinois Job Service
Bureau of Employment Security
910 S. Michigan Ave.
Chicago, Illinois 60605
(312) 793-4050

- Information about the local labor markets and local job service agencies
- Job development and selective job placement services based upon abilities and disabilities of the client

- Special treatment and consideration in interviewing, testing, employment counseling, job development, job placement, and follow-up services
- Referrals to other state and local agencies providing similar services
- Special counseling services provided by a counselor specifically assigned to serve handicapped persons

Illinois Community College Board
3085 Stevenson Drive
Springfield, Illinois 62703
(217) 786-6015

- Information regarding general and vocational/career courses offered at each community college throughout the state. Names, addresses, and telephone numbers of local contact persons are available.
- Brochures and information on selected community colleges providing special programs and services for handicapped persons.

State Organizations

Several organizations of parents and professionals have been formed to focus on improving programs for handicapped youth and adults in Illinois. Many of these organizations have local chapters which conduct regular meetings and workshops. These organizations provide an opportunity for parents and professionals to share ideas and materials as well as problems and concerns.

Illinois Association of Retarded Citizens
504 E. Monroe
Ridgely Building
Springfield, IL 62701
(217) 522-9643

- Local chapters
- Annual state conference
- Administration of on-the-job training programs for handicapped adults
- Newsletters

Illinois Association for Citizens with Learning Disabilities, Inc.
407 South Dearborn St.
Room 680
Chicago, IL 60605
(312) 663-9535

- Local chapters
- Newsletters
- State conferences and workshops

Illinois Alliance for Exceptional Children and Adults
Sally S. Hoerr, President
515 Giles Lane
Peoria, IL 61614
(309) 691-0256

- Resource information for parents
- Newsletters
- Sponsor of parent workshops and meetings

Council for Disability Rights
P.O. Box 3413
Chicago, IL 60654
- Assistance for parents and handicapped persons in understanding their rights and responsibilities in such fields as education, rehabilitation, and employment

Coordinating Council for Handicapped Children
407 South Dearborn
Chicago, IL 60605
(312) 939-3513
- Newsletter for parents and professionals involved in the education of handicapped children
- Parent training workshops

National Organizations

Closer Look
Parent's Campaign for Handicapped Children and Youth
Box 1492
Washington, D. C. 20013
- Quarterly newsletter (*Closer Look*)
- Resource information for parents and professionals on vocational programming
- Workshop for parents (PAVE–Parents Advocating for Vocational Education)

President's Committee on Employment of the Handicapped
Washington, D.C. 20210
- Free brochures and information for disabled adults and employers on affirmative action in employment, barrier-free facilities, employment and career information, job placement procedures, techniques for getting and holding a job, etc.
- *Disabled USA*, quarterly publication describing trends, developments, resources, and problems associated with employment of the handicapped

American Coalition of Citizens with Disabilities, Inc.
1200 15th Street, N.W.
Suite 201
Washington, D.C. 20005
- Information on advocacy and legislation
- Several publications on vocational and career education for the disabled

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